Subject Index

Bibliographies

Durst, Russel K. & Marshall, James D. Annotated bibliography of research in the teaching of English. *19* (4), 405–424.

Marshall, James D. & Durst, Russel K. Annotated bibliography of research in the teaching of English. *19* (2), 183–204.

Comprehension

Garner, Ruth, Belcher, Vivian, Winfield, Evelyn & Smith, Terrie. Multiple measures of text summarization proficiency: What can fifth-grade students do? *19* (2), 140–153.

Neville, Donald D. & Searls, Evelyn F. The effect of sentence-combining and kernel-identification training on the syntactic component of reading comprehension. *19* (1), 37–61.

Ortony, Andrew, Turner, Terence J. & Larson-Shapiro, Nancy. Cultural and instructional influences on figurative language comprehension by inner city children. *19* (1), 25–36.

Weaver, Constance. Parallels between new paradigms in science and in reading and literary theories: An essay review. *19* (3), 298–316.

Language and Literacy

Green, Michael. Talk and doubletalk: The development of metacommunication knowledge about oral language. *19* (1), 9–24.

Hartwell, Patrick. A brief reply to Daniel Hibbs Morrow. *19* (2), 181–182.

McClure, Erica F. & Steffensen, Margaret S. A study of the use of conjunctions across grades and ethnic groups. *19* (3), 217–236.

Morrow, Daniel Hibbs. Dialect interference in writing: Another critical view. *19* (2), 154–180.

Literature

Hynds, Susan D. Interpersonal cognitive complexity and the literary response processes of adolescent readers. *19* (4), 386–402.

Miall, David S. The structure of response: A repertory grid study of a poem. *19* (3), 254–268.

Rosenblatt, Louise M. Viewpoints: Transaction versus interaction—a terminological rescue operation. *19* (1), 96–107.

Writing

Herrington, Anne J. Writing in academic settings: A study of the contexts for writing in two college chemical engineering courses. *19* (4), 331–361.

Farr, Marcia & Janda, Mary Ann. Basic writing students: Investigating oral and written language. *19* (1), 62–83.

Gere, Anne Ruggles & Abbott, Robert D. Talking about writing: The language of writing groups. *19* (4), 362–385.

Kroll, Barry M. Rewriting a complex story for a young reader: The development of audience-adapted writing skills. *19* (2), 120–139.

McCulley, George A. Writing quality, coherence, and cohesion. *19* (3), 269–282.

Moore, Michael T. The relationship between the originality of essays and variables in the problem-discovery process: A study of creative and noncreative middle school students. *19* (1), 84–95.

Rafoth, Bennett A. Audience adaptation in the essays of proficient and nonproficient freshman writers. *19* (3), 237–253.

Reed, W. Michael, Burton, John K. & Kelly, Patricia P. The effects of writing ability and mode of discourse on cognitive capacity engagement. *19* (3), 283–297.

Author Index

Abbott, Robert D. See Gere, Anne Ruggles.

Belcher, Vivian. See Garner, Ruth.

Burton, John K. See Reed, W. Michael.

Durst, Russel K. & Marshall, James D. Annotated bibliography of research in the teaching of English *19* (4), 405–424.

Durst, Russel. See Marshall, James.

Farr, Marcia & Janda, Mary Ann. Basic writing students: Investigating oral and written language. *19* (1), 62–83.

Garner, Ruth, Belcher, Vivian, Winfield, Evelyn & Smith, Terrie. Multiple measures of text summarization proficiency: What can fifth-grade students do? *19* (2), 140–153.

Gere, Anne Ruggles & Abbott, Robert D. Talking about writing: The language of writing groups. *19* (4), 362–385.

Green, Michael. Talk and doubletalk: The development of metacommunication knowledge about oral language. *19* (1), 9–24.

Hartwell, Patrick. A brief reply to Daniel Hibbs Morrow. *19* (2), 181–182.

Herrington, Anne J. Writing in academic settings: A study of the contexts for writing in two college chemical engineering courses. *19* (4), 331–361.

Hynds, Susan D. Interpersonal cognitive complexity and the literary response processes of adolescent readers. *19* (4), 386–402.

Janda, Mary Ann. See Farr, Marcia.

Kelly, Patricia P. See Reed, W. Michael.

Kroll, Barry M. Rewriting a complex story for a young reader: The development of audience-adapted writing skills. *19* (2), 120–139.

Larson-Shapiro, Nancy. See Ortony, Andrew.

Marshall, James D. See Durst, Russel K.

Marshall, James D. & Durst, Russel K. Annotated bibliography of research in the teaching of English. *19* (2), 183–204.

McClure, Erica F. & Steffensen, Margaret S. A study of the use of conjunctions across grades and ethnic groups. *19* (3), 217–236.

McCulley, George A. Writing quality, coherence, and cohesion. *19* (3), 269–282.

Miall, David S. The structure of response: A repertory grid study of a poem. *19* (3), 254–268.

Moore, Michael T. The relationship between the originality of essays and variables in the problem-discovery process: A study of creative and noncreative middle school students. *19* (1), 84–95.

Morrow, Daniel Hibbs. Dialect interference in writing: Another critical view. *19* (2), 154–180.

Neville, Donald D. & Searls, Evelyn F. The effect of sentence-combining and kernel-identification training on the syntactic component of reading comprehension. *19* (1), 37–61.

Ortony, Andrew, Turner, Terence J. & Larson-Shapiro, Nancy. Cultural and instructional influences on figurative language comprehension by inner city children. *19* (1), 25–36.

Rafoth, Bennett A. Audience adaptation in the essays of proficient and nonproficient freshman writers. *19* (3), 237–253.

Reed, W. Michael, Burton, John K. & Kelly, Patricia P. The effects of writ-

ing ability and mode of discourse on cognitive capacity engagement. *19* (3), 283–297.
Rosenblatt, Louise M. Viewpoints: Transaction versus interaction—a terminological rescue operation. *19* (1), 96–107.
Turner, Terence J. See Ortony, Andrew.
Searls, Evelyn F. See Neville, Donald D.
Smith, Terrie, See Garner, Ruth.
Steffensen, Margaret S. See McClure, Erica F.
Weaver, Constance. Parallels between new paradigms in science and in reading and literary theories: An essay review. *19* (3), 298–316.
Winfield, Evelyn. See Garner, Ruth.